Course: FCS 2700: Early Intervention Specialist I: Service Coordination, Evaluation and Assessment, IFSP
Semester: Fall 2011
Instructor: Anita Gardner, Developmental Specialist, TLC
Contact Information: 673-5353, ext. 125. Email: agardner@tlc4families.org
Office Hours: By appointment. Hours will be decided on first day of class.
Class Hours: 5:15-7:45 pm, Wednesday
Classroom: Room 124 in Education and Family Studies Bldg.
Class Start/End: August 24-September 21

Final Exam: December 14
Text: None – Reading & Handouts on Blackboard Vista

Course Description: Overview of early intervention and the theory behind the legislation of Part C of the Individuals with Disabilities Education Act (IDEA), including the history of early intervention; program purpose; system development; regulations and oversight; components of statewide early intervention system; how complaints are resolved; and early intervention yesterday, today, and tomorrow. Also covers the processes of evaluation and assessment as related to IFSP and implementation.

FCS Department Objectives:
Students taking courses in FCS will:
1. Study currently accepted theory within the discipline.
2. Expand understanding of theory using applications and exercises that personalize the depth of knowledge and understanding.
3. Complete assignments demonstrating professional practices specific to the discipline.
4. Analyze course concepts against previously held schema prior to experience in the course.
5. Show, in writing, the ability to think critically with the course concepts.
6. Achieve a passing grade on the comprehensive final exam for the course.

Course Objectives

1. Duties and responsibilities of service coordination - The Early Intervention Specialist I will demonstrate knowledge of the following:

   6.1a role of the service coordinator in the IFSP process including: coordination of evaluations and assessments of the child and family, facilitation, and participation in the development, review, and evaluation of the IFSP, and facilitation of the timely delivery of appropriate services

   6.1b family-directed assessment of the concerns, priorities, and resources of the family and the identification of the supports and services necessary to enhance the family’s capacity to meet the developmental needs of the child from birth to age three

   6.1c procedural safeguards for families

   6.1d a strengths-based approach to families and how to facilitate the ability of the family to build on what is working, to identify and solve their needs, and be an effective advocate for their child

   6.1e how to facilitate processes and strategies for transition of the toddler with a disability to preschool or other appropriate services
2. **Evaluation and Assessment** - The Early Intervention Specialist I will: demonstrate knowledge of the following:

- **5.1** purpose of screening, evaluation, and assessment in the EI system in Utah, including determination of initial and ongoing eligibility, identifying strengths and needs for IFSP outcome development, and measuring progress toward outcome attainment

- **5.2** various types of tests (criterion based, standardized, etc) and basic statistical concepts (percentile, standard deviations, etc.) underlying the scoring and interpretation of test results

- **5.3** selection, administration, and scoring individualized assessments for the child birth to age three

- **5.4** how to gather appropriate information on the child and family using multiple procedures and an array of information sources such as formal tools, formal and informal observations, third party reports

- **5.5** collaboration with the family in the evaluation and assessment process to identify the current level of functioning, strengths and needs of the child, including interactions between the child and caregivers in multiple settings

- **5.6** how to integrate and interpret assessment information; summarize and present results of assessment information to the family in jargon-free language and in the context of child strengths

3. **Collaborate with families and the multidisciplinary team in all phases of the Individualized Family Service Plan process** – The Early Intervention Specialist I will demonstrate knowledge of the following:

- **6.2a** the purpose and use of the IFSP including the Interim IFSP

- **6.2b** the philosophy and process of developing and maintaining a family-centered IFSP

- **6.2c** evaluation and assessment information, with the family and other team members, to formulate developmentally appropriate outcomes and to identify effective strategies, activities and resources that address those outcomes

- **6.2d** importance of communicating effectively with other team members and professionals for the purpose of integrating knowledge and supporting the family with an interdisciplinary approach to services

- **6.2e** implementation of the IFSP including gathering data, adapting and developing materials, evaluating, and modifying intervention strategies when needed

- **6.2f** legal requirements related to the IFSP process and service provision for children birth to age three and their families

**Course Guidelines:**
1. A large part of professionalism in early childhood education is meeting deadlines, keeping appointments, respectfully informing others about unavoidable changes. Your consistency in professional behavior will be graded in this course. No cell phone/texting allowed.

2. Students must have access to a computer and the internet in order to complete coursework for this class.

3. See Course Outline, included separately

**Class Activities:**
1. **Competency Summary**: Write a summary of what you have learned about the course objectives (listed above). They are the State of Utah Baby Watch Competencies; please list the objective number and a short paragraph of your understanding of it for each of them. The paper must be at least two pages and no more than four pages. Please use general APA guidelines: the title page, page numbering, spacing, and margins. (The paper is 50 points).
2. Quizzes weekly – (10 points each) we will have 4, will drop lowest score.

3. Video and reading note taking guides (10 points each).

4. Final Exam: December 14, will be 50 points

**Grading:** Grades are earned based on points accumulated (see above). Below is the basic grading scale we will use in this class. The key is to get everything in and keep up.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95%-100%</td>
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<tr>
<td>A-</td>
<td>91%-94%</td>
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<tr>
<td>B</td>
<td>84-87%</td>
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<tr>
<td>B-</td>
<td>81-83%</td>
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<tr>
<td>C</td>
<td>74-77%</td>
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<tr>
<td>C-</td>
<td>71-73%</td>
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<tr>
<td>D</td>
<td>64-67%</td>
</tr>
<tr>
<td>D-</td>
<td>60-63%</td>
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<tr>
<td>D+</td>
<td>68-70%</td>
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</tbody>
</table>

The diligent student will get an excellent grade in this class. There are enough assignments that will add up to enough points that each student should be able to score well in class as well as learn a great deal about Part C and the provision of early intervention services in the state of Utah. The point distribution will look something like this:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exam</td>
<td>50</td>
</tr>
<tr>
<td>Professional Behavior</td>
<td>20</td>
</tr>
<tr>
<td>Quizzes</td>
<td>30</td>
</tr>
<tr>
<td>Note Taking/Reading Guides</td>
<td>50</td>
</tr>
<tr>
<td>Competency Summary Paper</td>
<td>50</td>
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</tbody>
</table>

Total: 200 Points

**Academic Integrity:** This is just a short note to remind you that honesty and academic integrity is expected of students at all times. Basically, this means you do not copy other students work nor plagiarize published works. You can learn a lot in this class, and you will do this by completing the coursework. Please let me know when you need help. After class is the best time to communicate this to me and I will schedule appointments on campus with you as needed. You may also communicate with me via email or telephone. Because much of your learning will go on in the classroom, your attendance is critical. However, it is understood that in rare occasions you might have a family emergency or personal crisis that will interfere with perfect attendance. Therefore, it is important to notify me in advance, if possible, if you will not be able to attend.

**Withdrawal:** If you decide to drop the class, it is up to you to turn in a drop card to the registrar to make sure you are off the enrollment list for the class. Final day of complete withdrawal is *October 17.

**Disabilities:** If you are a student with a medical, psychological or a learning difference and requesting reasonable academic accommodations due to this disability, you must provide an official request of accommodation to your Professor(s) from the Disability Resource Center within the first two weeks of the beginning of classes. Students are to contact the Center on the main campus to follow through with, and receive assistance in the documentation process to determine the appropriate accommodations related to their disability. You may call (435) 652-7516 for an appointment and further information regarding the Americans with Disabilities Act (ADA) of 1990 per Section 504 of the Rehabilitation Act of 1973.”
**Writing:** If you need help with writing papers, you can physically go to the writing lab in the Browning Learning Center. You can also reach the Online Writing Center by going to the DSC home page ([www.dixie.edu](http://www.dixie.edu)), pointing to ‘Academics’, and on the pop-up menu, clicking on Online Writing Lab. The direct URL to this site is [http://dsc.dixie.edu/owl/](http://dsc.dixie.edu/owl/)

**Tutoring:** Drop in tutoring is available to all registered Dixie State College students. Inquire at [http://dsc.dixie.edu/tutoring/index.htm](http://dsc.dixie.edu/tutoring/index.htm)

**Library:** If you need help from a librarian, access this site: [http://library.dixie.edu/](http://library.dixie.edu/)

**DMAIL:** Important class and college information will be sent to your dmail email account. This information includes your DSC bill, financial aid/scholarship notices, notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSC. All DSC students are automatically assigned a dmail email account. If you don't know your user name and password, go to [www.dixie.edu](http://www.dixie.edu) and select “dmail,” for complete instructions. You will be held responsible for information sent to your dmail email, so please check it often.

**Policy for Absences Related to College Functions:** For students, such as student athletes, who travel as official representatives of the college, absences due to college functions will not negatively affect the student’s grade. The student is required to provide the instructor with a schedule of days that will be missed, will be required to negotiate any scheduled work ahead of time with the instructor.